

Hero Journey Unit Plan



Terra Marks
Ashley Arnold
LAE 4335



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Rationale



Terra Marks, Ashley Arnold

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Unit Rationale

“The heroic life is living the individual adventure.” Joseph Campbell

The unit we have chosen to do is a genre unit based on the hero journey. This is a narrative journey originating in Greek mythology. The journey has a recognizable pattern and according to Joseph Campbell, can be seen throughout millennia and cross culture. “In the course of analyzing the myths and lore of various world cultures, mythologist Joseph Campbell saw an underlying similarity throughout the stories, and in fact perceived and articulated a storyline-structure he believed to be universal for hero-myths” (The Monomyth of the Hero). Campbell called this underlying similarity and universal formula for heroes the monomyth. We have chosen to use this genre as the theme of our unit because it is a culturally universal theme, it highlights values and morals, it is a recognizable literary pattern, and it exemplifies personal identity and struggle. This unit would be a four week unit however a teacher could easily modify it to be longer using additional texts if needed or desired.

The students to whom we will be teaching this unit will be in the tenth grade. By the time we approach them with this material, they will already have an understanding of what mythology is and what it means to varying cultures. Everything they will be reading will be at or below their reading level. Students will already be able to understand what a literary pattern is based on ninth grade Sunshine State Standards. Barring any ELLs who have not reached the higher stages of language acquisition, all students will be able to articulate their thoughts in written form in a coherent manner. Students will have a basic understanding of sentence structure and grammar

skills based on Sunshine State Standards from previous grades. All other material requiring prior knowledge will be provided and explained in class.

The pattern of the hero journey can be seen throughout literature in many cultures. Our plan is to show that this pattern is universal by presenting students with the hero journey in stories from multiple cultures, existing in different time periods. We feel that this will help them to gain a better appreciation for diversity and to begin to recognize commonalities among different people and cultures. Some of the literature we will use is *Beowulf*, *The Odyssey* (abridged), and the movie, *The Hobbit*. Students may be asked to find literature from other cultures that exemplifies the monomyth in whole or in part. Multicultural education is important because it is a part of students' lives whether they realize it or not and because "nothing is more divisive than a monocultural education because such an education excludes so many more people and perspectives from schools' curricula and pedagogy (Nieto).

As heroes are idealized figures of society, being mythological figures of strength, wisdom, and courage, they are the best representations of a culture's values and personal morals. Understanding societal values and the "heroes'" personal beliefs can help a student confirm their own values. We believe that learning about the trials and tribulations a hero must undergo in order to achieve their goals will allow students to appreciate personal integrity and conviction. According to the monomyth, a hero must undergo trials that test his or her will to accomplish their goal. These challenges are often extremely challenging and can be either physical or mental, and require the hero to stay true to their personal beliefs while struggling with internal and external opposing forces. In this way, these heroes become role models for determination and hard work. Heroes who follow the pattern of the monomyth can be found everywhere from

modern literature such as Harry Potter to biblical figures such as Jesus. These figures are role models whose virtues we try to emulate in our lives.

It is important for students to be able to recognize the pattern of the monomyth because it is prevalent in literary works across millennia and across cultures. Being able to recognize this pattern in any work requires careful reading and critical thinking skills. “It has also been shown that critical thinking skills can be learned, which suggests that as one learns them, one’s GPA might well improve” (Facione, 2009). Because the hero myth is a personal story, its elements will vary from journey to journey; however students should be able to recognize the literary elements of a hero journey and apply that knowledge to each story. Furthermore, critical thinking skills will be exercised by comparing and contrasting hero journeys to non hero journeys.

Some might argue that Campbell’s monomyth is not universal because it cannot be proved in the most academic sense. Robert A. Segal “maintains that Campbell has failed to prove that the meaning of myth is universal, psychological, or Jungian, and that Campbell’s approach is not sufficiently academic” (The Monomyth of the Hero). However, it can be found in a vast majority of literature with few exceptions and the value of studying this kind of literature still applies. The influence of Carl Jung can be seen in how “Campbell’s monomyth is the outline of a story held in the collective unconscious and peopled by archetypal figures” (The Monomyth of the Hero). Similarly, “heroes are shaped by society, and in turn, change the society in which they exist” (Heroes of History). In teaching this genre, we will not claim that this myth is explicitly universal, but rather will stress its significance in many cultures and maintain that it is diversely present throughout millennia.

We feel that teaching a unit around the genre of the hero journey will be beneficial for students in many ways. Not only will students be exposed to significant works of literature from

the classics to modern works, but they will learn meaningful ideas and skills. Recognizing the hero myth in multiple works will hone students reading and critical thinking skills.

Understanding the hero's journey will also model personal and societal values, which will help students to come to terms with their own personal identity. This will be shown in their final evaluation in which the students will create their own hero myth narrative. Furthermore, the diverse nature of this genre will help students to feel included, culturally, in the material and allow them to produce a written product that is evocative.

Works Cited

Facione, P.A. (2009). Critical Thinking: What It Is and Why It Counts. *Insight Assessment*, 1-23.

Heroes of History. (n.d.). Retrieved March 23, 2009, from Mythology:

<<http://library.thinkquest.org/05aug/00212/index.html>>.

Nieto, S. (2008). *Affirming Diversity*. New York: Pearson.

The Monomyth of the Hero. (n.d.). Retrieved February 20, 2009, from The Hero's Journey:

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Goals and Objectives



Goals and Objectives

Unit Plan Type: Genre – Heroic Journey

10th grade (15-17 year olds), middle of the year

Objectives:

- Be able to recognize the formula for a heroic journey in multiple works and fill out the components in a hero journal.
- Be able to clearly define what makes a literary hero by explaining in class discussions.
- Be able to discuss the components of the genre including personal struggle and psyche.
- Be able to produce a written piece including a heroic journey.
- Be able to identify whether a work contains a heroic journey by comparing it to an example or non-example.

Assignments

- Hero Journal (in-process)
 - Fill out the parts of the hero cycle for each example or non-example.
 - Students can use notes.
 - Turn in the journal at the end of the unit.
- Personal Story (culminating)
 - Create a personal story containing the elements of the hero journey.
 - This story can be true or fictional.
 - Students should use proper sentence structure and grammar.
 - Minimum of two, double spaced, typed pages.

Students will turn in this story at the end of the unit and present if desired.

Calendar



Hero Genre Unit

Mon	Tue	Wed	Thu	Fri
1 Introduction to the Hero Journey	2 The Hero Myth	3 Beowulf Day 1	4 Beowulf Day 2	5 Beowulf Day 3
6 Beowulf Day 4	7 Beowulf Day 5	8 Beowulf Essay	9 The Odyssey Day 1	10 The Odyssey Day 2
11 The Odyssey Day 3	12 Socratic Seminars	13 Journals	14 The Hobbit Day 1	15 The Hobbit Day 2
16 In-class Essay	17 Individual Workshop	18 Peer Review Workshop	19 Presentations Day 1	20 Presentation Day 2

Lesson Plans



Lesson Plan 1

Lesson Title: Introduction to Unit: Hero Journey

1. Objectives

- Students will understand literary patterns by discussing examples and drawing on previous knowledge.
- Students will understand what a myth is by writing their own working definition
- Students will discuss creation myth example and identify important elements or details based on their examples of literary patterns and working definitions of myth.

2. Sunshine State Standards: L.A. 910.2.2.2-use information from the text to answer questions or to state the main idea or provide relevant details

3. Materials: Literature on Greek creation myth of Gaea and Uranus, African myth of Bumba, Asian myth of Yin and Yang

4. Lesson Sequence:

- Discuss literary patterns by talking as a class and have students write a short working definition independently. (5 minutes)
- Ask about myth and students familiarity with mythological literature (10 minutes)
 - What do you think myth is?
 - Can you think of any examples? Stories you've read? Or seen on television?
- Read three creation stories as a class and explain that each story is a cultures way of explaining earths creation (25 minutes)
- Have students identify main idea of each and compare and contrast all three in a quickwrite; students should include qualities or traits of mythology. (10 minutes)

- Check for understanding of theme/main idea and concept of a myth by collecting quickwrites. (handed in as they leave)

5. Assessment and Assessment Criteria:

Only in-process assessment- check for understanding of main idea and terms from students' quickwrites

Lesson Plan 2

Lesson Title: Hero Myth

1. Objectives

- Students will obtain copy of hero myth cycle and begin to study its mechanics by taking notes
- Students will understand myth and the hero's journey origin in myth by filling in the details of the outline provided
- Students will be introduced to Campbell's theory and the importance of the monomyth throughout literature through Power of Myth video clip

2. Sunshine State Standards: LA 910.1.7.3 – determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

3. Materials: Copies of Hero Myth circle outlined by Campbell, video clip of Hercules and his 12 labors, video clip from The Power of Myth

4. Lesson Sequence:

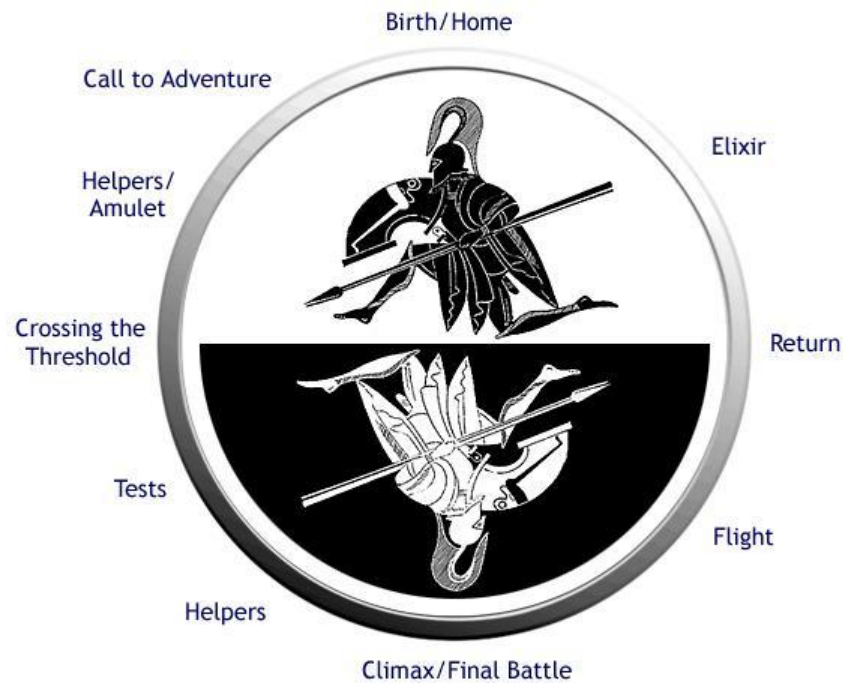
- Discuss what is a myth? (5 minutes)
 - Have students present working definition of myth orally
- Introduce the hero myth, and provide an example in the story of Hercules by showing video clip (15 minutes)
- Give students hero circle handout and show video clip of Campbell's The Power of Myth (10 minutes)
- Begin class discussion of each part of the handout, to be continued in the following class (20 minutes)

ESOL modification: Use a more relatable story. Provide students with premade notes and extra explanation

5. Assessment and Assessment Criteria:

Students will present their story in a coherent fashion. Students will turn in the final copy of their story to be graded against the rubric.

Hero Cycle Outline



I. Departure

- The Call to Adventure
- Refusal of the Call
- Supernatural Aid
- The Crossing of the First Threshold
- The Belly of the Whale

II. Initiation

- The Road of Trials
- The Meeting with the Goddess
- Woman as the Temptress
- Atonement with the Father
- Apotheosis
- The Ultimate Boon

III. Return

- Refusal of the Return
- The Magic Flight
- Rescue from Without
- The Crossing of the Return Threshold
- Master of the Two Worlds
- Freedom to Live



Lesson Plan 3

Lesson Title: Beowulf and The Hero's Journey (part 1)

1. Objectives

- Finish discussion on Hero myth by completing handout and debriefing students
- Students will start in-process assessment of applying hero journey pattern to specific texts, this will consist of an outline of each story designating parts of the story to parts of the hero myth cycle
- Students will each be given a copy of Beowulf and will begin reading independently

2. Sunshine State Standards: L.A. 910.1.7.1 – use background knowledge of subject and related content areas, prereading strategies (e.g. previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection

3. Materials: 30 copies of *Beowulf*. Translated by Seamus Heaney. W.W. Norton and Company. 2000.

4. Lesson Sequence:

- Continue discussion on Hero myth and provide students with all necessary notes to complete handouts and clarifications if necessary (15 minutes)
- Give directions for hero myth journal, explaining mechanics and reason why students will be doing this in-process activity throughout the unit (to prepare for individual final assessment) (10 minutes)
- Assign each student a copy of Beowulf (5 minutes)

- Allow students to begin reading in class, independently (20 mins)

ESOL Modifications: Preproduction and Early students might be given a Spanish version of the text. Speech Emergence and Intermediate Fluency students would be given an English book on tape if needed.

5. Assessment and Assessment Criteria:

Students will be required to read the first 40 pages of Beowulf and be prepared to discuss the themes, patterns, and details of the literature the following class period. Students should also have begun to fill in their journals, following the hero journey as they read the novel; this will not be checked at this time.

Lesson Plan 4

Lesson Title: Beowulf and The Hero's Journey (part 2)

1. Objectives

- Have students do quickwrites in groups on the first 40 pages of Beowulf discussing what they liked and disliked about the themes, characters, and events
- Begin identifying pattern of the hero's journey in Beowulf by filling in the parts in the hero journals, discuss characters and any common ideas or morals that can be found among them
- Students will begin next 40 pages of Beowulf

2. Sunshine State Standards: L.A.910.1.7.3 – determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

3. Materials: Beowulf and Journals

4. Lesson Sequence:

- Discuss the first 40 pages of Beowulf in groups of 2 or 3, then discuss as a class asking each group to contribute (30 minutes)
- Identity any parts of the hero journey for the benefit of those who may have had trouble recognizing and applying the cycle (ESOL modification) (10 minutes)
- Read pages 41-51 out loud to the class and assign pages 52-80 for homework (ESOL modification) (10 minutes)

5. Assessment and Assessment Criteria:

Students will be required to read pages 52-80 and be prepared to participate in class or groups discussions about pages 41-80 the following class period. Students should also continue to take notes and fill in their hero journals to be turned in at the end of the unit.

Lesson Plan 5

Lesson Title: Beowulf and The Hero's Journey (part 3)

1. Objectives

- Students will participate in Socratic seminar on first 80 pages of Beowulf
- Students will also discuss hero journey pattern as it relates to Beowulf in Socratic circle using guided questions
 - a. What do you think are the main ideas so far in Beowulf?
 - b. What characteristics of the hero do you think Beowulf has?
 - c. What parts of the hero journey has the story filled so far?
 - d. How do Beowulf's actions relate to his personal beliefs and goals? Why or why not?
 - e. Do you relate to Beowulf's personal beliefs and goals.
- Students will begin next 40 pages of Beowulf (81-120)

2. Sunshine State Standards: L.A.910.1.7.3 – determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

3. Materials: Beowulf and Journals

4. Lesson Sequence:

- Discuss pages 41 through 80, identifying parts of the hero journey and discuss why, have students point out specific examples that apply to the construct of the hero journey in a Socratic seminar (25 minutes)
- Have students work in groups of 2 or 3 to fill in any parts of the outline that they have discovered so far and discuss why they think those parts fit, there may be multiple parts (10 minutes)

- Have students volunteer to read pages 81-91 aloud to the class in turns, assign pages 92-120 for homework (15 minutes)

5. Assessment and Assessment Criteria:

Students will be required to read pages 92-120 for homework and be prepared to discuss this in the next class period. Students will also be responsible for keeping up with their hero journals which they will turn in at the end of the unit.

Lesson Plan 6

Lesson Title: Beowulf and The Hero's Journey (part 4)

1. Objectives

- Students will fill out parts of their hero journal using details from the first 120 pages of Beowulf
- Students will get into groups and create a character analysis of Beowulf using a web map and supporting their characterization with quotes from the text
- Students will begin next 40 pages of Beowulf (120-160)

2. Sunshine State Standards: L.A.910.3.1.3- using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style

3. Materials: Beowulf, journals, and paper

4. Lesson Sequence:

- Work on filling out journals independently (10 minutes)
- Have students work in groups of 2-3 to create a web map of Beowulf as a character.
Students will need to include support from the text for their choices in character traits.
(25 minutes)
- Have students read assigned reading (pgs. 120-160) independently (15 minutes)

5. Assessment and Assessment Criteria:

Students will be required to read pages 120-160 for homework and be prepared to discuss this in the next class period. Students will turn in their web maps as an in-process assessment of their understanding of the material.

Lesson Plan 7

Lesson Title: Beowulf and The Hero's Journey (part 5)

1. Objectives

- Students will read pages 160-213 in class aloud
- Students will watch clips of Beowulf the movie to aid in visual representation of characters
- Students will study Beowulf in preparation for in class essay

2. Sunshine State Standards: L.A.910.1.6.2- listen to, read, and discuss familiar and conceptually challenging text

3. Materials: Beowulf and copy of Beowulf (2007) film by Robert Zemickis

4. Lesson Sequence:

- Students will read the last pages of Beowulf out loud. They will volunteer to read a portion of the text and then allow another student to volunteer to read another portion (25 minutes)
- Students will view clips of the Beowulf film that show setting and characters (20 minutes)
- Students will be asked to study the text for an in-class essay the follow class period and may ask any questions they have about the text at this time. (5 minutes)

5. Assessment and Assessment Criteria:

Students will prepare for in-class essay and be provided with clarification if necessary.

Lesson Plan 8

Lesson Title: Beowulf essay

1. Objectives

- Students will write an in-class essay on Beowulf that follows the writing prompt they are given

2. Sunshine State Standards: L.A.910.4.3.1-write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments L.A 910.5.1.1- student will use fluent and legible handwriting skills

3. Materials: Beowulf, paper, pencil/pen

4. Lesson Sequence:

- Students will be given the following writing prompt and will write an in-class essay on the topic using the book for support, independently (50 minutes)
 - Prompt: Now that you have read Beowulf in its entirety, demonstrate your knowledge of the hero journey and how Beowulf is an example. Write a focused paper including the hero cycle and how Beowulf can be applied to each part. You may use your book to provide textual support. Your paper should be at least 2 pages long.

ESOL modification: Students may write essay with the aid of bilingual dictionary or ESOL teacher on staff. Students may also complete essay orally.

5. Assessment and Assessment Criteria:

In-class essays will be collected and graded according to essay rubric.

Lesson Plan 9

Lesson Title: The Odyssey and Non-Examples (part 1)

1. Objectives

- Students will do quickwrites about the characters and themes from the new text, comparing and contrasting with the characters and themes from Beowulf
- Continue working on in-process assessment, paying attention to the non-examples included in the Odyssey
- Students will begin reading the next three chapters of the Odyssey

2. Sunshine State Standards: L.A.910.1.7.7- compare and contrast elements in multiple texts

3. Materials: Odyssey and Journals

4. Lesson Sequence:

- Have students work in groups of 2 or 3 to fill in any parts of the outline that they have discovered so far and discuss why they think those parts fit, there may be multiple parts, noting where the pattern is not followed or ignored (10 minutes)
- Discuss chapters 1 through 3 as a class, identifying where the story follows the hero's journey and where it does not (25 minutes)
- Have students volunteer to read first 5 pages of chapter 4 aloud to the class in turns, assign chapters 4 through 7 for homework (15 minutes)

ESOL modifications: Students may use dictionary for quick write and may complete journal with the aid of the ESOL resource teacher or ask for help from peers.

5. Assessment and Assessment Criteria:

Students will be required to read chapters 4 through 7 for homework and be prepared to discuss this in the next class period. Students will also be responsible for continuing to fill in their hero journals which will be turned in at the end of the unit.

Lesson Plan 10

Lesson Title: The Odyssey and Non-Examples (part 2)

1. Objectives

- Students will participate in a Socratic seminar about the Odyssey, talking about where the story does not follow the heroic journey
- Students will collaborate with peers to check progress on hero journal
- Students will read chapters 8-10 of the Odyssey (page 65-92)

2. Sunshine State Standards: L.A.910.1.7. 3 – determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

3. Materials: Odyssey and Journals

4. Lesson Sequence:

- Socratic seminar on the Odyssey as a non-example (25 minutes)
- Have students get into groups of 2 or 3 to discuss progress of hero journal and to peer review each other's progress (10 minutes)
- Have students volunteer to read first 5 pages of chapter 8 aloud to the class in turns, assign chapters 8 through 10 for homework (15 minutes)

ESOL modifications: Students can ask for extra help with journal and may not be asked to read aloud.

5. Assessment and Assessment Criteria:

Students will be required to read chapters 8 through 10 for homework and be prepared to discuss this in the next class period. Students will be responsible for filling in their hero journals which will be turned in at the end of the unit.

Lesson Plan 11

Lesson Title: The Odyssey and Non-Examples (part 3)

1. Objectives

- Students will discuss the heroic journal in the Odyssey in small groups
- Students will participate in class discussion about the non-examples from the whole book
- Students will continue to fill out their hero journals

2. Sunshine State Standards: L.A.910.1.7. 3 – determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

3. Materials: Odyssey and Journals

4. Lesson Sequence:

- Students will get into groups of 3 or 4 to discuss the non-examples in the Odyssey (20 minutes)
- Bring all the groups together and have a class discussion about where they think the story begins to deviate from the hero cycle (25 minutes)
- Wrap up the Odyssey, remind them to continue filling in their hero journals (5 minutes)

5. Assessment and Assessment Criteria:

Students will be responsible for continuing to fill in their hero journals which will be turned in at the end of the unit.

Lesson Plan 12

Lesson Title: Comparing and Contrasting in Socratic Seminar

1. Objectives

- Students will participate in a Socratic seminar to compare and contrast the hero journey in Beowulf and the Odyssey
- Students will need to contribute to the seminars at least twice

2. Sunshine State Standards: L.A.910.1.7. 7 – compare and contrast elements in multiple texts

3. Materials: Odyssey and Journals

4. Lesson Sequence:

- Students will participate in a Socratic seminar comparing and contrasting the hero journal in Beowulf and the Odyssey (50 minutes)
 - How is Beowulf an example of a heroic journey?
 - How is the Odyssey?
 - How is the Odyssey a non-example of a heroic journey?
 - What are some similar themes in both stories?
 - Compare and contrast Beowulf and Odysseus as heroes

ESOL modifications: Students in Pre or Early Production stages will not be required to speak unless they would like to.

5. Assessment and Assessment Criteria:

Students will need to contribute to the Socratic seminar at least two times. Students will also be responsible for continuing to fill in their hero journals which will be turned in at the end of the unit.

Lesson Plan 13

Lesson Title: Journals and Ah-ha's

1. Objectives

- Students will review their journals, filling in any parts that are missing
- Students will work in groups to peer review journals to check for completion
- Students will devise 3 to 5 “ah-ha’s” about the stories

2. Sunshine State Standards: L.A.910.1.7. 6 – analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections

3. Materials: Odyssey and Journals

4. Lesson Sequence:

- Have students review their own journals, allowing them the opportunity to fill in any parts that they missed (20 minutes)
- Students will work in groups of 2 or 3 to peer review each other’s journals and check for completion (20 minutes)
- On an individual basis, students will devise 3 to 5 “ah-ha” moments that they have encountered from their reading and from filling out the hero journals (10 minutes)

ESOL modification: Students may have their papers reviewed with ESOL specialist or teacher as well as a peer.

5. Assessment and Assessment Criteria:

Students will give 3 to 5 “ah-ha’s.” (things they found interesting or relevant when comparing their 3 journal entries)

Lesson Plan 14

Lesson Title: The Hobbit and Hero Journey

1. Objectives

- Students will watch the film and fill out hero journals for the Hobbit
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2. Sunshine State Standards: L.A.910.2.1.7-analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g. symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts

3. Materials: Hero journals and The Hobbit (1977) by Jules Bass

4. Lesson Sequence:

- Students will watch the film version of The Hobbit by J. R. Tolkien and fill out hero journals accordingly (50 minutes)

5. Assessment and Assessment Criteria:

Checking that students are filling out their hero journals will be the only assessment.

Lesson Plan 15

Lesson Title: The Hobbit and hero journey (part 2)

1. Objectives

- Students will watch the film and fill out hero journals for the Hobbit
- Students will be assigned their culminating project and ask any questions they have on any of the material or the nature of the assignment

2. Sunshine State Standards: L.A.910.2.1.7-analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g. symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts

3. Materials: Hero journals and The Hobbit (1977) by Jules Bass

4. Lesson Sequence:

- Students will watch the film version of The Hobbit by J. R. Tolkien and fill out hero journals accordingly (40 minutes)
- The culminating project, creating a hero story, will be assigned and a Q/A session will be held for any clarification of the literature or the assignment that students may need. (10 minutes)
 - Students will create a hero journey story of their own. They can use a personal story or a fictional one. The story must follow the hero cycle they have learned throughout the unit. The paper must be 4 pages double spaced, Times New Roman, 12 pt. font.

ESOL modifications: Students may be allowed to write a shorter story or write the story in Spanish and present it orally in English. They may use a dictionary and the help of the ESOL specialist.

5. Assessment and Assessment Criteria:

Checking for understanding by answering any questions students may have will be the only assessment.

Lesson Plan 16

Lesson Title: Compare and Contrast In-Class essay

1. Objectives

- Students will write an in-class essay comparing and contrasting the three hero myths we have studied throughout the unit.

2. Sunshine State Standards: L.A.2.1.1- analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text

L.A 910.1.7.7- compare and contrast elements in multiple texts

L.A 910.2.1.4- identify and analyze universal themes and symbols across genres and historical periods, and explain their significance

3. Materials: Pen/pencil and paper

4. Lesson Sequence:

- Students will write an in-class essay that follows the prompt they are given which will require them to compare and contrast the examples and non-examples of the hero journey that we have discussed (50 minutes)
 - Compare and contrast the three stories we have gone over in this unit. Use the Odyssey as a non-example. Find similarities and differences between the texts and explain what makes or does not make each text a hero journey.

ESOL modification: Students may given answers orally if necessary.

5. Assessment and Assessment Criteria:

Collect essays and grade according to the in-class essay rubric.

Lesson Plan 17

Lesson Title: Workshop for hero journey stories

1. Objectives

- Students will use the class period to work on their hero journey stories. They will work independently to compose their piece of literature.

2. Sunshine State Standards: L.A.910.3.2.1-developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience

L.A. 3.2.2- establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant

L.A. 3.2.3- analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.

3. Materials: Pen/pencil and paper, hero journals (as a reference)

4. Lesson Sequence:

- Students will be given the entire class period to work on their hero journey stories. They may use their hero journals to help guide them as they create their own unique plot and hero. The teacher will be available should students have questions or need guidance. (50 minutes)

5. Assessment and Assessment Criteria:

Students are staying on task and working quietly and independently.

Lesson Plan 18

Lesson Title: Peer Reviewing Workshop

1. Objectives

- Students will work in groups to peer review their hero stories for any errors
- Students will review at least two other students' papers
- Students will have their papers reviewed by at least two different people

2. Sunshine State Standards: L.A.910.3.4.3 – punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics; L.A.910.3.4.5 – sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect

3. Materials: Draft of individual heroic journey stories

4. Lesson Sequence:

- Students will participate in a peer review workshop (50 minutes)
 - Students will peer review at least two papers each
 - Students will have their papers reviewed by at least two different peers

ESOL modification: Students may use dictionary and ask for additional help with editing from teacher or ESOL specialist.

5. Assessment and Assessment Criteria:

Students will peer review at least two papers and will have their own papers reviewed at least twice. Students will revise their stories to be presented in the following two classes.

Lesson Plan 19

Lesson Title: Presentations (Part 1)

1. Objectives

- Students will sign up on the board to present
- Students will present their stories, either by reading the story out loud or by explaining their story and how it relates to the hero journey

2. Sunshine State Standards: LA.910.3.5.3 – sharing with others, or submitting for publication L.A.910.5.2.3 – use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

3. Materials: Final copy of heroic journey stories

4. Lesson Sequence:

- 15 students will sign up on the board to present (5 minutes)
- The first 15 students will present, with a 3 minute time limit per student (45 minutes)

5. Assessment and Assessment Criteria:

Students will present their story in a coherent fashion. Students will turn in the final copy of their story to be graded against the rubric.

Lesson Plan 20

Lesson Title: Presentations (Part 2)

1. Objectives

- Students will sign up on the board to present
- Students will present their stories, either by reading the story out loud or by explaining their story and how it relates to the hero journey

2. Sunshine State Standards: LA.910.3.5.3 – sharing with others, or submitting for publication L.A.910. 5.2.3 – use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

3. Materials: Final copy of heroic journey stories

4. Lesson Sequence:

- 15 students will sign up on the board to present (5 minutes)
- The last 15 students will present, with a 3 minute time limit per student (45 minutes)

5. Assessment and Assessment Criteria:

Students will present their story in a coherent fashion. Students will turn in the final copy of their story to be graded against the rubric.

Rubrics



Hero Journal Rubric

Journals earning an A will:

- The outline will be completed for each story, noting whether or not the story completes that part of the hero outline.
- Correctly identifies the main parts of the hero cycle in each story and clearly applies an example for each part.

Journals earning a B will:

- The outline will be completed for each story, noting whether or not the story completes that part of the hero outline.
- Correctly identifies most of the main parts of the hero cycle in each story and applies an example for each identified part.

Journals earning a C will:

- The outline will be mostly completed for each story and notes whether or not the story completes the parts of the hero outline.
- Correctly identifies some of the main parts of the hero cycle in each story and applies an example for each identified part.

Journals earning a D will:

- The outline is only partly completed for each story and may or may not note whether or not the story completes the parts of the hero outline.
- Identifies only a few or incorrectly identifies the main parts of the hero cycle in each story and may or may not apply an example for each part.

Journals earning an F will:

- The outline is not completed for each story and does not note if the story completes the parts of the hero outline.
- Does not identify the main parts of the hero cycle or apply an example for each part.

Personal Story Rubric:

Stories earning an A will:

- The story follows the formula for a heroic journey and completes all of the parts.
- The story is well thought out and time and effort have clearly been put into its creation.
- The story shows proper use of sentence structure, grammar, and punctuation.

Stories earning a B will:

- The story follows the formula for a heroic journey and completes most of the parts.
- The story is well thought out and time and effort have clearly been put into its creation.
- The story uses proper sentence structure, grammar, and punctuation most of the time.

Stories earning a C will:

- The story follows most of the formula for a heroic journey and completes most of the parts.
- The story is thought out but does not show as much time and effort as a story earning a B.
- The story uses proper sentence structure, grammar, and punctuation most of the time.

Stories earning a D will:

- The story follows some of the formula for a heroic journey and completes some of the parts.

- The story is partly thought out and shows some evidence of time and effort.
- The story uses proper sentence structure, grammar, and punctuation some of the time.

Stories earning an F will:

- The story does not follow the formula for the heroic journey and does not complete the parts.
- The story is not well planned and does not show evidence of time and effort.
- The story does not use proper sentence structure, grammar, and punctuation.

In Class Essay Rubric

A= shows understanding of the literature and clearly answers topic question with clear focus

B=shows understanding of the literature and answers topic question with relatively clear focus

C=shows understanding of the literature

D=shows partial understanding of the literature

F=does not show understanding of the literature or did not complete assignment